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ABSTRACT

Since the 1960s, social studies education in public schools has undergone a series of fluctuations. The 1960s and 1970s were periods of great reform and experimentation; much attention was given to how to teach and the content of process, yet there was insufficient concern for the goals of student learning. The 1980s saw a reaction to these earlier trends: emphasis was placed on "excellence" and "basics" and student skill development, yet not much attention was paid to how these goals might be achieved. This paper documents these fluctuations in social studies education, and also discusses the consensus of social studies educators as the 1990s begin. Today educators believe that social studies must teach students how to live and function in an increasingly global community. A number of sample lessons for elementary and middle school students, based on this emphasis on global education, is included. A list of 58 selected references is also included. (DB)

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HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

Social Studies Education

An Interpretive History of
Discovery, Change, Innovation,
and Trends

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Richard Peters, Ed.D.

June 1990

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ABOUT THE AUTHOR

Dr. Peters is experienced in K-12 social studies education as a classroom teacher, department chair, district-wide curriculum coordinator, and supervisor of teacher inservice training.

He has taught elementary/secondary social studies methods at the undergraduate level, and has supervised student teachers in social studies education.

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During the 1960s, Dr. Peters was a classroom teacher of social studies (5-12) and curriculum designer for an inner city Title III project (7-9). In the 1970s, he was a social studies teacher/department chair (9-12), a district-wide social studies curriculum coordinator (K-12), chaired a minimum competencies curriculum development committee, directed an NIE-funded EXPERIMENTAL SCHOOLS (ES) project (K-12), and was projects director/ education systems analyst for an educational research collaborative. In the 1980s, Dr. Peters was a social studies teacher/department chair as well as an assistant professor of social studies education.

To the students who pass(ed)

through my classroom door.

There stands a place that I called home -
but the voices are still and only memories are to be found.

It is where my life's journey began, where my dreams
became visions of my future, and where I found solace
in times of strife.

There dwelled the ones I loved and cared for most in life -
and now that caring has ceased.

There stands a place that I called home -
but home no longer for this wandering heart.

There was a time when all was right and not a care had I.

It was a time of youth, of discovery, and of unbridled energy.

Those days of summer youth have faded into autumn adulthood.

I am older now - but probably not wiser for it.

The innocence of youth has since gone - and I am left to muddle through my life in awe of children at play.

INTRODUCTION

The mission of social studies education in the public schools has been in flux for decades.

The National Commission On Social Studies In The Schools (1989) noted that the reform upheavals of the 1960s and early 1970s focused attention on how to teach as well as process content without sufficient concern for the overall goals of what young people should learn. In the 1980s, an emphasis was placed on the BASICS and EXCELLENCE but without much attention being paid to the question of how such desired excellence might be achieved.

By mid-decade, the American Historical Association and the National Council for the Social Studies had called for a national commission to determine goals and recommend ways and means to reorder and strengthen the curriculum and the teaching of history and allied social sciences for the 1990s and beyond.

1960s - NEW SOCIAL STUDIES

The Elementary School Economics Program at The University of Chicago, the High School Geography Project in Boulder (CO), the American History Laboratory Course at The University of Wisconsin, the Teaching Project Integrating Humanities and Social Studies at Southern Oregon College, Laboratories As An Approach to the Teaching of Political Science at The University of Minnesota and similar projects, nationwide, attempted to redefine the goals and objectives of social studies education in the public schools, and to clarify structure and content.

Visionaries pondered the future and wondered in what ways students needed to be prepared for life in the 21st Century. Concern was given to the rudimentary values, knowledge, and abilities that seemed to be most critical for survival in the coming decades.

Proponents of change insisted that social studies program content should be drawn from 1) the informal life of several expanding communities of which the child/youth is simultaneously a member, 2) the more-formal social science disciplines, and 3) the child's/youth's response(s) to informal life and the structured disciplines of knowledge.

Private foundations, the federal government, associations of social scientists and historians, associations of the teaching profession, and state/local education agencies were engaged in

developing instructional activities and materials for Kindergarten through Grade Twelve.

Most reform efforts were characterized by lack of overall agreement as to ends and means. Accomplishments in designing the scope and sequence of coordinated K-12 programs were meager, and few projects began with any type of overall design. For example, one project focused attention on creating a unified, coordinated, holistic study of human relations in the elementary grades while another funded effort concentrated on more specialization in the chronological study of history and in spatial relations study of geography at the high school level.

The inquiry process became fashionable in many schools. The learner was viewed as an active thinker; seeking, probing, and processing data. Attention was paid to the teacher's ability to distinguish between goals of various kinds, to identify the learning procedures appropriate for different ends, to let students learn on their own, to encourage differing opinions among students, and to promote trial-and-error learning.

A variety of new developments were evident in secondary programs. For example, more emphasis on the structure of the social science disciplines, discovery, inquiry, and induction. Case studies and source materials as well as multi-texts, tape recordings, television, and programmed teaching machines were being used in

the instructional process. Schools were experimenting with flexible and modular schedules, large/small group instruction, and team planning/teaching.

The impact of television upon concept development; the advent of programmed instruction; the emphasis on subject matter; and the use of authentic, up-to-date information formed the bases for research projects.

Social scientists directly participated in curriculum development. The structure of each discipline constituted an important source for program development. The structure of a discipline referred to that body of concepts, principles, and generalizations as well as the methods of inquiry, analysis, and validation peculiar to given fields such as anthropology, economics, psychology, and sociology.

Borrowing selected concepts, subject matter content, and related processing skills from the several social science disciplines, social studies teachers in public schools aimed at achieving three goals; namely, developing within students an understanding of the structure of the several social science disciplines and an appreciation for the interrelatedness of all social knowledge; focusing their attention on the persistent problems of society and ways by which the several social science disciplines relate to those problems; and developing students' ability to cope with social decisions by developing within each the skills related to a

method of inquiry which allows one to draw knowledge from the several social sciences, to make judgments about the nature and dimension(s) of a given problem, and to reconstruct personal beliefs and values through inquiry.

Within the field of cognitive learning, emphasis was placed on defining key terms, constructing models of research, collecting relevant data from primary and secondary sources, and accepting or rejecting hypotheses.

The importance of developing students' perceptions of cultural differences among human groups was emphasized by some change agents. They sensed that young people should realize that there are many different cultural solutions to common human problems. Global education was beginning to emerge as a curriculum consideration.

Social living was defined as the transition of the social studies into action in classrooms. This process involved the practice of necessary social skills and the utilization of knowledge for effective patterns of living together. Children and youths were to learn diverse and complicated skills related to developing sound human relationships. It was suggested that 'relationships' might be the fourth R in the school curriculum.

Because new data was being amassed so quickly, parts of textbooks became obsolete before they came off the presses. The primary value of texts was resource material. An emphasis was placed on identifying and locating primary sources from which data could be

derived. Fenton and others supported this inquiry strategy.

Social studies instruction emphasized teaching students techniques, attitudes, values, understandings, concepts, and skills as well as factual matter. Schools were becoming places where young people went to learn how to learn.

One of the most significant trends during this decade was the use of multiple patterns of subject matter organization; ranging from unified or interdisciplinary to separate-subject approaches.

Material from anthropology, cross-cultural area studies, economics, political science, and sociology was evident in the curriculum. Concepts and generalizations were used as strands or threads providing for cumulative learning from grade-to-grade and level-to-level. Continuity of learning was facilitated by planning for the spiral development of concepts, concept clusters, generalizations, methods of inquiry, and related attitudes and skills year-by-year.

Units of instruction were designed to contribute to the development of selected concepts and generalizations in a spiraling sequence that began with concrete experiences and became increasingly more complex and abstract from grade-to-grade. Ideas derived from concepts and generalizations were used to structure these units.

Anthropologically-oriented, chronological theme-centered, and experiments in economics were examples of unified social studies

programs; grades three through six.

Critical thinking skills development among students was emphasized. As defined, the process required the stating of the exact nature of the problem to be solved, the making of suggestions of what might be done, and the gathering of relevant data from a variety of sources. The case method approach was considered to be more effective in stimulating critical thinking than the lecture-textbook method.

As the NEW SOCIAL STUDIES evloved, an emphasis was placed on essential skills development. As a result of direct participation in their learning, students would be able to:

locate, gather, and evaluate data and ideas;

organize relevant data and ideas into a logical/ meaningful sequence;

communicate data and ideas to others;

interpret graphic materials;

cooperate with others.

In a number of teacher training institutions, programs were designed to provide greater breadth in subject matter areas and greater depth in areas of specialization. Undergraduate instructors and secondary education classroom teachers began working more closely in the preparation of tomorrow's social studies teachers.

There was a recognition that an effective teacher needed a sound liberal education, both breadth and depth in a teaching field, and preservice clinical experiences in the public schools.

Classroom teachers were encouraged to be creative; to become engaged in divergent thinking processes, and to utilize open-ended situations as part of instruction. In such instances, learner outcomes were unpredictable, students were encouraged to generate and develop their own ideas, and the learning process was success rather than failure-oriented.

An emphasis was placed on multi-grade curriculum organizations in some school systems. Such K-12 designs enabled classroom teachers to:

> plan more effectively to enhance student learning at any given grade level (3,5,8) or grade cluster (5-8);
>
> identify and utilize the most appropriate instructional media;
>
> enhance the continuity of learning by building upon that which has been previously achieved by students;
>
> give full attention to the breadth and depth of instruction;
>
> maintain focus on key concepts and generalizations from grade-to-grade;
>
> plan for on-going evaluation.

1970s - INNOVATION/EXPERIMENTATION

Information gleaned from PROJECT SOCIAL STUDIES efforts had impact upon student learning styles and teacher preperation,e.g., individualized instruction, team planning and teaching, ungraded classes and subjects, new materials, new/revised methods, new subjects, and new goals and objectives.

Relevance to current issues was a key criterion in the selection of materials designed to revitalize the curriculum, and the development of new methods of presenting materials became an aim of curriculum developers.

National Defense Education Act (NDEA) summer institutes were operational on college/university campuses, nationwide, enabling teachers to upgrade instructional skills and create instructional materials for use in their classrooms.

Students ought to participate in the methodology of given disciplines of knowledge as well as absorb their content. Bruner (1971) identified structure; how things within a subject matter area are related, continuity of learning; the transferability quality of knowledge and learning to new and unique situations, and growth; the individual's ability to internalize events into a storage system, and to deal with several alternatives simultaneously.

Many classrooms were converted into laboratories wherein students were active participants in the learning process.

What are the roles of the teacher in gaming activities? How much time should be given to gaming activities? How can games be evaluated to determine their effect(s) upon student learning? Role playing, simulations, and subject matter-related games were being widely used as instructional tools in elementary/secondary classrooms.

Separate subjects, unified or interdisciplinary, expanding environments, life situations, and social living approaches were used to affect student comprehension and learning.

The study of American society;

social science concepts development;

postholing in important eras in history;

the introduction of fundamental ideas from each social science discipline in the primary grades;

multidisciplinary approaches to instruction;

international and cross-cultural understandings;

a balance between content-centered and learner-centered approaches to teaching and learning;

creation of inductive learning sequences with emphasis on inquiry, discovery, and creativity;

behavioralizing lesson objectives;

learning how to learn;

multimedia materials;

process approach to learning;

individualized instruction;

the study of contemporary issues and problems were but a few of the strategies employed, nationwide, to enhance student learning in the social studies (K-12).

So-called new elements of education in the 1970s included:

analysis of verbal patterns;

divergent thinking;

assembling teachers with differentiated roles;

individualized unit packages;

conceptual learning rather than the storing of verbal information;

simulation techniques to create reality in learning situations;

inferential or inductive processes of reasoning;

inquiry skills development.

In an integrated social science approach, students should be able to:

identify and apply the general elements of discipline-oriented methodologies;

collect data, make inferences, and organize hypothecated experiments;

recognize the general frame-of-reference of each social science discipline;

analyze small group interaction using social science concepts and techniques;

use social science knowledge to analyze social problems;

describe the social movements that are changing the world;

form personal values and develop a philosophy of personal and social life.

In the context of a citizen-centered curriculum, students should be able to:

take democratic action in large/ small groups;

diagnose and improve group performance;

understand the development of democratic societies;

think productively about improving society.

In a person-centered curriculum, students should be able to:

understand themselves and relationships with others;

analyze social relations and the structure of society;

examine their personal values and those of others;

participate in group goal setting and task accomplishment.

Social studies curricula should reflect the need of society to maintain stability throughout, and should prepare students to meet those needs in the future.

Curriculum trends of the decade included:

> the inclusion of more anthropology, economics, political science, and sociology in units of instruction at all levels;
>
> instruction focused on the structure of the several disciplines, the basic concepts and ideas of the several disciplines, and the methods of inquiry used by scholars in the various social science fields;
>
> the study of selected cultures and regions of the Earth;
>
> units dealing with non-Western world people and cultures;
>
> increased emphasis on K-12 sequencing.

Competency-based instruction stressed the relationship(s) between instructional procedures (means) and instructional objectives (ends). Teaching effectiveness to be determined by assessing the relationship(s) between the means used to achieve desired changes in competence and the actual change(s) in demonstrated student competence.

The teaching act was perceived as being more than dispensing information verbally and teaching for its mastery, personally directing all classroom activities, and managing student behavior.

Teaching children to think analytically and creatively became the goal of instruction in many schools.

The Minnesota Task Force to Study Programs Leading to Certification for Teachers of Social Studies identified teacher competencies.

I) A competent teacher makes progress toward achieving student outcomes.

Understanding and applying important social science concepts, generalizations, and theories to new data and situations;

recognizing data which supports or contradicts generalizations;

evaluating data and its source(s);

identifying human and physical resources in the community.

II) A competent teacher demonstrates behaviors to facilitate student achievement of cognitive and affective goals.

Focusing upon significant and feasible objectives, and helping students identify objectives for their learning;

encouraging students to disagree

with others, and to think for themselves;

reinforcing students' attempts to express their ideas and feelings;

treating students with respect;

planning cooperatively with students.

III) A competent teacher demonstrates a knowledge of the several social science disciplines, ways of keeping current with developments in the several disciplines, and the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials.

IV) A competent teacher demonstrates knowledge of learning principles, adolescent psychology, individual differences, curriculum and materials of instruction, and the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials.

V) A competent teacher demonstrates knowledge of how to use community resources (people/places) in teaching, and to promote good relationships between the school and the community.

Research in creativity resulted in the application of guiding principles to the teaching/learning process.

Something new, different or unique results from the process;

divergent thinking is stressed;

open-ended situations are utilized;

there comes a time when the teacher withdraws and students face the unknown themselves;

learning outcomes are unpredictable;

students are encouraged to generate and develop their own ideas;

differences, uniqueness, and individuality as well as originality are rewarded;

acquired knowledge and skills are applied to new situations;

self-initiated learning is encouraged;

constructive criticism and evaluation skills are developed;

ideas and objects are manipulated and explored;

democratic processes are applied to the learning process.

1980s - SKILLS DEVELOPMENT/STUDENT SELF-DIRECTED LEARNING

The structure of knowledge included concepts, facts, and generalizations. Identifying and organizing content involved:

> determining generalizations to guide program direction;
>
> identifying major concepts contained within or implied by generalizations;
>
> selecting facts to illustrate concepts and generalizations.

Comprehensive social studies programs were characterized by Personal Education (attitudes/values/skills/understandings), Social Education, and Intellectual Education.

Developing positive student SELF concepts was a goal of Personal Education. Learning experiences were designed to help students recognize personal values.

Students understood the expectations placed upon them by society, and defined relationships between themselves and society-at-large in the Social Education realm.

Programs geared to Intellectual Education sought to acquaint students with methods of historians and social scientists. An

emphasis was placed on process as opposed to the products of research. Learning experiences were directed toward helping students develop data gathering and inquiry skills.

At the elementary grades, all manner of content was to become part of social studies instruction, e.g., art and architecture, dance, music, religious beliefs, scientific theories, and technology. This holistic approach was designed to heighten students' awareness and understanding of how people function in social groups.

Only by acquiring both conceptual learning and basic skills could students function as productive citizens in society. An emphasis was placed on data gathering, data organization, and the communication of beliefs, ideas, and opinions to others.

Teachers were charged with helping students who possessed requisite understandings, problem-solving skills, decision-making skills, search-and-communication skills, and personal-social skills meet the challenges of tomorrow.

Students were charged with acquiring an awareness of personal biases, beliefs, interests, and values in order to better understand themselves.

The goals of social studies education included:

transmission of selected aspects of the cultural heritage;

student introduction to the social sciences as a field of study - with attention focused on knowledge and process;

develop students' thinking and decision making abilities through reflective inquiry re: social issues and problems;

develop students' ability to engage in critical analysis of societal conditions/problems, and to propose ways of change;

high priority to self-fulfillment, self-direction, self-concept, and self-evaluation to nurture self-understanding, self-actualization, and an understanding of one's relations with others.

At the secondary grade level, the educational goals of social studies instruction included:

thinking ability;

human relationships;

civic responsibility;

economic competence;

decision-making;

self-realization.

Students were given hands-on materials and engaged in learning activities which capitalized on their varied growing capabilities. Not all students learn the same thing(s), in the same way(s), at the same time, and to the same degree of comprehension or skills ability. Thus, provisions were made to individualize instruction using learning packets. Computer programs, and simulations were used in the learning process as well. Bruner's modes of thinking; enactive, iconic, and symbolic, suggested strategies for providing diverse learning experiences.

Collecting data systematically and accurately, identifying and using reference sources, and processing/interpreting data were viewed as prerequisite skills for success in social studies, and necessary in order to function as effective citizens in a technological soceity and age.

Instruction should proceed from what students know toward knowledge and skills beyond their present understanding. Instruction should be sequenced from simple to complex. Facts lead to concepts which, in turn, lead to generalizations.

Research findings indicated that the effective teacher:

is well-organized;

gives students more time
on academic tasks;

tends to teach the class
as a whole or in large
groups;

emphasizes academic achievement;

selects and directs classroom
activities;

makes certain that students
master units before moving
on to others;

involves students in learning
activities;

assigns tasks in which students
have a high likelihood of
success;

has a good grasp of subject
matter;

has excellent presentation
skills;

monitors student progress;

gives adequate feedback to
students;

finds ways to get students to
cooperate with one another and
to take responsibility for their
work;

directs questions to specific students;

uses probing questions when students don't know answers;

encourages positive behavior and controls negative behavior;

does not permit interruptions of class activities or negative behavior.

Planning decisions made by teachers involved setting goals/objectives, setting content and learning expectations, selecting content and learning activities, and deciding on evaluation procedures. Content decisions involved selecting the facts and information students should know and arranging them in a sequence for teaching.

There were several discernable sequencing patterns.

KNOWN to UNKNOWN: beginning with content familiar to students and using it to bridge to what is unknown.

SIMPLE to COMPLEX.

CONCRETE to ABSTRACT: use content that lends itself to concrete learning activities as a springboard to dealing with abstractions.

CHRONOLOGY.

SPIRALING: recurring threads of content described as repetitively and expansively taught knowledge.

Researchers focused attention on the relationship(s) between teachers' strategies and students' academic achievement.

In the social studies, as well as in other subject matter areas, the BACK-TO-BASICS movement had a profound impact upon instructional program design and development, teaching styles, materials development and selection, classroom management strategies, assessment, and promotion/graduation standards.

Teachers, department chairs, curriculum coordinators, and supervisors looked at three interrelated factors: student performance, teacher performance, and program effectiveness.

It was necessary to:

identify the abilities and needs of students (K-12);

identify the basic properties (concepts, content,skills) of social science disciplines for each grade;

establish measurable goals and objectives re: teacher performance, program delivery, program effect upon student learning, and student mastery or proficiency in prescribed knowledge and skills areas;

design instructional programs and data delivery systems;

devise performance monitoring strategies;

design assessment systems;

develop assessment items;

oversee the on-going assessment of instructional program impact, teacher performance and effectiveness, and student achievement/ proficiency re: clearly stated instructional/behavioral objectives.

A minimum competencies proficiency assessment strategy in the social studies focused on four interrelated factors:

instructional materials;

activities and methods;

teaching and learning styles;

classroom management.

INSTRUCTIONAL MATERIALS

structured/specific information,e.g., facts, dates, events, personalities, and theories.

unstructured/no specific information - only concepts, ideas, generalizations, and hypotheses.

no student input.

student input.

ACTIVITIES and METHODS

passive students.

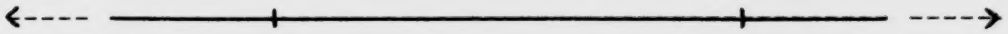
active students.

TEACHING and LEARNING STYLES

teacher-centered.

student-centered.

CLASSROOM MANAGEMENT



authoritarian; teacher control of student behavior.	permissive; students control their behavior.
the teacher determines the appropriate behavior for tasks to be accomplished.	students determine the appropriate behavior for tasks to be accomplished.

In order to properly assess whether or not social studies materials, activities and methods, styles, and management techniques have achieved their stated and implied purpose(s), it was necessary to:

identify the concepts, knowledge, and skills which constitute the BASIC social studies program of instruction at each grade;

clearly perceive the function(s) and role(s) of each property in the instructional/learning process(es);

relate each property to stated program goals and objectives;

comprehend the support effect of each property re: identified concepts, knowledge, and skills acquisition,

application, reinforcement, and refinement on the part of students.

Assessment strategies included, but were not limited to:

teacher-made quizzes and tests;

standardized measurement devices;

classroom observation checklists;

interaction analysis instruments;

formal observations of lessons;

teacher self-evaluation;

student self-evaluation;

peer coaching assessments;

displays and projects which reflected the breadth and depth of student learning and comprehension.

Assessment across the K-12 social studies curriculum required constant monitoring. Attention could be paid to specific grades, to grade clusters (K-4, 5-8, 9-12), or to the overall program.

Curricula designs included the study of career education, environmental education, energy education, ethnic heritage, law-focused education, multiethnic/multicultural education, women's studies, and values education as part of social studies instruction.

In 1982, the National Council for the Social Studies issued its Position Statement On Global Education. Social studies

instruction should prepare the next generation of citizens to function in an increasingly complex and interdependent world.

1990s - RENEWAL/DIRECTION

In its Global 2000 Report to the President (1981), the Council On Environmental Quality stated that the world in 2000 will be different from the world today in many important ways.

According to the National Council for the Social Studies (1982), the day-to-day lives of average citizens, as well as the destinies of nations, will be influenced by growing international, cross-cultural links.

The Curriculum Task Force of the National Commission On Social Studies in the Schools (1989) believed it urgent, even imperative, that young Americans acquire a broader, more comprehensive understanding of historical and contemporary affairs. Students must understand the United States' changing socio-economic-political relationship(s) with the rest of the world.

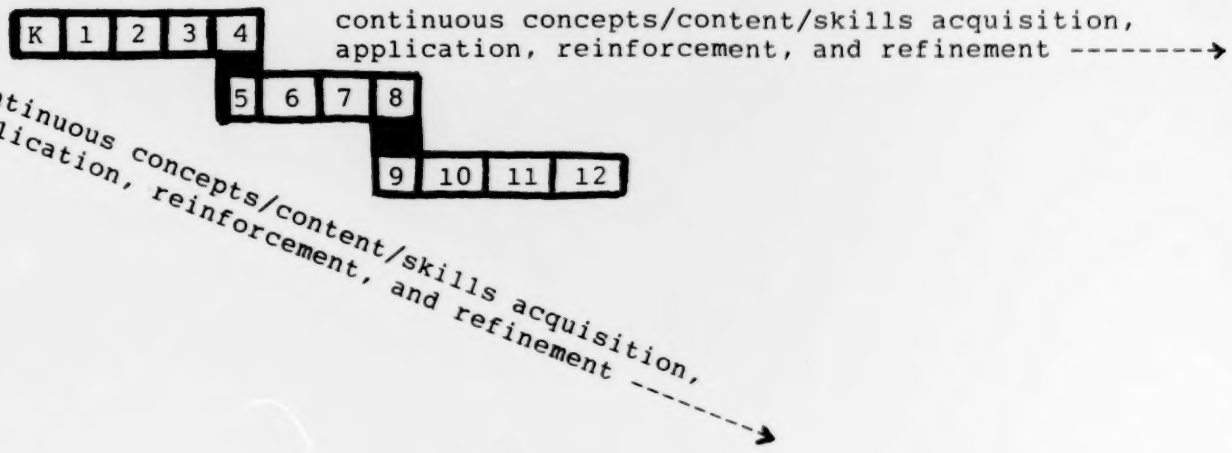
Living and functioning within the context of a global society will require that each-and-every individual realize that every living thing on Earth; whether to be found in the skies, on land, or beneath the seas exists as part of a system referred to, by this author, as interlocking dependency. Whatever happens to one element in this system has effect(s) upon all other elements as well. Everything and everyone is connected to everything and everyone else in some way!

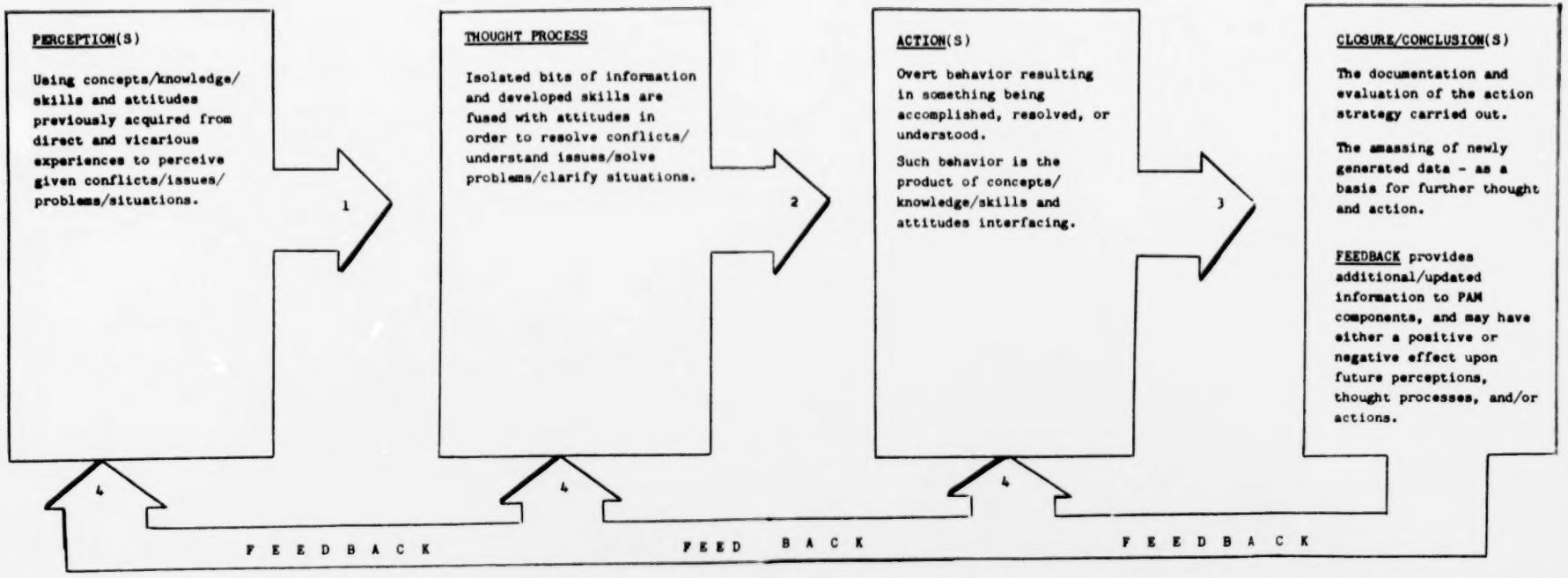
Global education programs will focus attention on inter-relationships between natural and social environments. Students will comprehend the character and nature of conflicts, issues, problems, and situations that confront and threaten both nature and humankind.

Within simulated (real-to-life) and real-life situations, and using the PROACTIVE ACTION MODEL, students will function as researching social scientists as they inquire, discover, ponder, decide, and act! PAM MODEL - NEXT PAGE

Social studies curricula will be culture studies-based with emphasis on the Humanities. Citizenship training will prpeare students to function within local, regional, and global systems.

Attention will be paid to continuous-integrated-sequential (K-12) patterns of organization with sub-divisions at desired grade clusters.


K 1 2 3 4
continuous concepts/content/skills acquisition, application, reinforcement, and refinement
5 6 7 8
9 10 11 12
continuous concepts/content/skills acquisition, application, reinforcement, and refinement


PERCEPTION(S)
Using concepts/knowledge/ skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/issues/ problems/situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/ understand issues/solve problems/clarify situations.
2
ACTION(S)
Overt behavior resulting in something being accomplished, resolved, or understood.
Such behavior is the product of concepts/ knowledge/skills and attitudes interfacing.
3
CLOSURE/CONCLUSION(S)
The documentation and evaluation of the action strategy carried out.
The amassing of newly generated data - as a basis for further thought and action.
FEEDBACK provides additional/updated information to PAM components, and may have either a positive or negative effect upon future perceptions, thought processes, and/or actions.
4
4
4
FEEDBACK
FEED BACK
FEEDBACK

Teachers will be aware of cultural ties among diverse social groups. They will be involved in global studies programs abroad.

As a result of direct exposure to diverse cultures, teachers will develop multi-grade curricula designed to expose students to global eco/social systems. They will exhibit broad-based knowledge in the several social science disciplines. Like their students, teachers will function as researching social scientists.

SAMPLE LESSONS

ENHANCING THE GLOBAL PERSPECTIVE OF MIDDLE SCHOOL STUDENTS

By: Richard Peters

Adolescents must realize that they live in a global age, and they must be introduced to cultural and environmental diversity in their region, state, nation, and world. The broadening horizons approach to global studies moves students, systematically, from the known (that which is close-at-hand and familiar within the community) to the unknown. Structured learning activities related to geography and sociology introduce students to previously-non-perceived people, places, and things which exist within the total lifespace environment of each student.

Field-based experiences, e.g., field trips to community resource sites such as cultural events and pageants, museums, and theatrical performances, promote international understanding and enrich perceptions regarding diverse cultures and environments.

Quik Cards

Teachers in the middle school grades prepare Quik Cards by writing instructional lessons for their respective grades and suggesting activities to other teachers within the grades 5-8 cluster. When instructional lessons have been developed, they can be collected on a series of 5x8 inch cards and filed for future use. Each Quik Card is structured to include concepts, goals and objectives, detailed learning activities, and methods of assessment.

GRADE FIVE:
MY COMMUNITY--THE SOCIAL ENVIRONMENT

This lesson emphasizes daily life within the local community as well as investigates the agencies/services available to community citizens who are in need of assistance.

* What services does the community provide for individuals?
* How can individual and group needs be met within the community setting with the help of others?

CONCEPT(S)

Human Interdependence: the realization that no individual is totally independent of other members of the community; that to some degree each person must rely upon others in order to achieve desired personal goals and objectives.

Human Relationships: ways by which individuals cooperate and interact with fellow humans to achieve individual/collective goals and objectives.

GOAL(S)/ OBJECTIVE(S)

1. To acquaint students with selected community helpers;
2. To introduce students to a host of services provided by community agencies/groups;
3. To introduce students to the local world of work as it pertains to selected community agencies/groups;
4. To acquaint students with agencies/groups /organizations that help individuals meet basic/personal needs.

SUGGESTED ACTIVITIES

1. Guest speakers representting community services, e.g., fire department, paramedics, rescue units, and police department, visit classrooms to discuss ways they meet the individual/collective needs of community citizens.

2. Students are taken on field trips to community resource sites, e.g., fire station, hospital, police station, and shelters for the homeless, runaways, and battered families, to acquaint them with the diversity of services provided to community members who are in need of some type of assistance.

3. Students identify individuals / groups within the community which they would like to learn more about. They can be involved in activities such as:

   * interviewing community helpers and recording comments on audio and/ or video tape;

   * collecting print materials and developing oral reports regarding the services provided by selected community agencies / groups.

   * developing audiovisual presentations which graphically depict the services provided by selected community agencies/groups.

   * creating bulletin board displays which depict the services provided by selected

community agencies/ groups.

4. Design and develop historical studies of selected community service agencies/groups.

5. Students volunteer to participate in community service activities undertaken by selected community agencies/groups to help others who are in need of some type of assistance.

SUGGESTED ASSESSMENT

1. The teacher will assign a grade to student-developed projects such as audio-visual presentations, bulletin board displays, and oral reports.

2. The teacher will grade individual student participation in assigned group activities. Attention will be paid to how well each adapts to the group environment, the degree to which each student accomplishes assigned responsibilities, and the contribution made by each student to the creation/ completion of group projects.

3. The teacher will create an objective or subjective test and administer it to the class. A grade will be assigned to each stu-

dent's right/wrong responses.

4. The teacher will assign a grade to each student's participation in classroom discussions and/or debates.

5. The teacher will assign a grade to each student's participation in simulated news broadcasts and/or televised round table discussions regarding agencies/groups and the services that each provides to community members. NOTE: Simulated broadcasts/discussions can be recorded on video tape.

GRADE SIX: MY COMMUNITY--NATURAL/ SOCIAL INTERACTION

This lesson emphasizes the way(s) by which each environment affects/is affected by the other--in positive and negative ways.

* What impact has the natural environment had upon the social community development in the local area/region?

* What impact has social community development had upon the natural environment(s) in the local area/region?

CONCEPT(S) Land use planning: strategies designed to utilize the natural resources of the area/region for social community development and to

protect the resources of the natural environment.

Stewardship: organized efforts to preserve the natural environment and to improve the quality of social community development/ lifestyles.

GOAL(S)/ OBJECTIVE(S)

1. To develop student awareness of natural/social environmental interaction and interdependence.
2. To develop student understanding of how nature affects humans--individually and collectively.
3. To develop student understanding of how humans affect nature.
4. To develop student awareness of organized activities/programs designed to impact natural/social environment prosperity.

SUGGESTED ACTIVITIES

1. Students are taken on field trips/nature walks to selected natural sites for purposes of affecting their awareness / understanding of ecosystem characteristics.
2. Guest speakers representing environmental protection groups, local/area businesses / industries, land developers, contractors, government agencies,

special interest groups will visit classrooms to discuss land use planning, stewardship, conservation programs, etc.

3. Students will be taken on field trips to affect their awareness of local/ regional efforts to develop the social community while, at the same time, protecting / safeguarding the natural environment.

4. Students will identify local/area/regional issues regarding social community development and environmental protection. Data will be compiled into audiovisual and/or oral reports.

5. Students will write to regional/ state/ national environmental protection agencies regarding protection policies and laws. Reports and/or bulletin board displays can be developed.

6. Students research area/ regional land use policies and develop reports.

7. Students watch environment-oriented television programs, e.g., Wild Kingdom, Nova, and National Geographic specials, and develop class reports.

SUGGESTED ASSESSMENT

1. The teacher will assign a grade to student-developed projects such as audio-visual presentations, bulletin board displays, oral reports, and mock news broadcasts as well as panel discussions and debates.

2. The teacher will grade individual student participation in assigned group activities. Attention will be paid to how well each adapts to the group environment, the degree to which each student accomplishes assigned responsibilities, and the contribution made by each student to the creation/completion of the group project.

3. The teacher will create an objective or subjective essay test and administer it to the class. A grade will be assigned to each student's right/wrong responses.

4. The teacher will assign a grade to each student's participation in classroom discussions and/or debates.

GRADE SEVEN: MY COMMUNITY--THE REGION/STATE/NATION

This lesson emphasized identifying, comparing, and contrasting diverse natural/social environments.

* What characteristics/properties make natural environments alike? Different?

* What characteristics/properties make social environments alike? Different?

CONCEPT(S)

Culture traits: the characteristics/properties of a given group of people, living together, in a given area, which distinguish them from any/all other social groups or identify their similarities to other social groups--nearby or far away.

Physical characteristics: those properties which identify the differences/similarities among and/or between natural ecosystems within clearly defined areas/regions.

GOAL(S)
OBJECTIVE(S)

1. To expose students to natural / social environments far-removed from the local community.

2. To develop students' understanding of the characteristics/properties of far-removed natural/social environments.

3. To develop students' awareness of the differ-

ences/similarities among diverse natural and/or social environments.

SUGGESTED ACTIVITIES

1. Using reference books, atlases, maps/globes, and audiovisual software, the classroom teacher formally introduces students to selected natural and social environments within the region/state/nation.

2. Guest speakers representing environmental protection groups, government agencies, and the private sector visit classrooms to discuss ecosystem characteristics (differences/similarities) with students.

3. Students select natural ecosystems and/or social environments of interest to them. Using primary/secondary sources, audiovisual hardware/software, audio or visual taped interviews with community members who have lived in/visited diverse natural/social environments, they develop audiovisual and/or oral reports.

4. Students select regions of the nation and develop appropriate bulletin board displays.

5. Students select regions of the nation and create

natural ecosystem dioramas regarding habitats and topography.

6. The teacher will design natural/social environment matrices. Students will be organized into study/work groups and will research their respective regions of the nation. Compiled data will be displayed on the matrices--thus providing for a visual comparison of diverse ecosystems/places.

CULTURE TRAITS

SOCIAL ENVIRONMENT	1	2	3	4	5	6	7	8	OTHERS
Inner City									
Suburbia									
Rural towns/villages									

1 Language
2 Art/Music
3 Family Organization
4 Architecture
5 Lifestyles
6 Transportation
7 Economy
8 Natural/Human Resources

CULTURE/PHYSICAL TRAITS

SOCIAL ENVIRONMENTS BY GEOGRAPHICAL REGION	1	2	3	4	5	6	7	8	9	10	OTHERS
Northeast											
Middle Atlantic											
South											
Midwest											
Mountain Region											
Mountain Region											
West Coast											
Pacific Northwest											

1 Language
2 Art/Music
3 Family Organization
4 Architecture
5 Lifestyles
6 Transportation
7 Climate/Seasons
8 Economy
9 Natural Resources
10 Topography

PHYSICAL CHARACTERISTICS

REGION	1	2	3	4	5	6	7	8	OTHERS
Mountains									
Coastal Plains/ Seashore									
Deserts									
Forests									
Inland Plains									
Swamps/Marshes									

1 Water Supply/ Rainfall
2 Natural Resources
3 Flora
4 Fauna
5 Climate/Temperatures
6 Topography
7 Seasons
8 Human Habitation

SUGGESTED ASSESSMENT

1. The teacher will assign a grade to student-developed projects such as audio-visual presentations, bulletin board displays, oral reports, etc.

2. The teacher will grade individual student participation in assigned group activities. Attention will be paid to how well each student adapts to the group environment, the degree to which each student accomplishes assigned responsibilities, and the contribution made by each student to the

creation/completion of the group project.

3. The teacher will create an objective or subjective test and administer it to the class. A grade will be assigned to each student's right/wrong responses.

4. The teacher will assign a grade to each student's participation in classroom discussions and/or debates.

GRADE EIGHT: MY COMMUNITY--THE GLOBAL LIFESPACE

This lesson emphasizes worldwide human/social development and human species relationships with nature.

CONCEPT(S)

Lifespace dependency: natural/social environments are dependent upon each other for continued existence and prosperity.

Culture traits: the characteristics/properties of a given group of people, living together, in a given area which may distinguish them from any/all other social groups or may identify their similarities to other social groups.

Physical characteristics: those properites which identify the differences/simi-

larities among/between natural ecosystems within clearly defined areas/regions.

Ecosystem(s): the individual/collective characteristics of a given natural setting within a clearly defined area.

GOAL(S)/ OBJECTIVE(S)

1. To develop student awareness of the natural global environment.
2. To develop student awareness of the global social environment.
3. To acquaint students with the characteristics/properties of diverse global cultures.
4. To acquaint students with the characteristics/properties of diverse global natural environments.

SUGGESTED ACTIVITIES

1. Using reference books, atlases, maps/globes, and audiovisual software, the classroom teacher formally introduces students to the global environment.
2. Guest speakers who have lived in/travelled to diverse global environments visit the classroom to discuss their experiences and impressions.
3. Students select nations/ regions of the global en-

vironment that interest them. Researching primary secondary sources, students develop audio-visual and/or oral reports.

4. Students write to foreign embassies and obtain printed information about selected nations. Bulletin board displays are created and/or oral reports are developed.

5. The teacher will design natural/social environment matrices. Students will be organized into study/work groups and will research their respective nations or regions of the global environment. Compiled data will be displayed on the matrices--thus providing for a visual comparison of diverse natural / social places.

CULTURE TRAITS

REGION	1	2	3	4	5	6	7	8	9	10
Egypt										
Turkey										
PRC										
Canada										

1 Language
2 Food/Dress/ Shelter
3 Education
4 Government
5 Economy
6 Family Structure
7 Tools/Weapons
8 Technology
9 Religion
10 Customs

PHYSICAL CHARACTERISTICS

REGION	1	2	3	4	5	6	7	8	9
Gobi Desert									
Amazon Rain Forest									
Alps									
Everglades									

1 Water Supply/ Rainfall
2 Natural Resources
3 Flora
4 Fauna
5 Climate/Temperatures
6 Topography
7 Seasons
8 Human Habitation
9 Physical Size

SUGGESTED ASSESSMENT

1. The teacher will assign a grade to student-developed projects such as audiovisual presentations, bulletin board displays, and oral reports.

2. The teacher will grade individual student participation in assigned group activities. Attention will be paid to how well each student adapts to the group environment, the degree to which each student accomplishes assigned responsibilities, and the contribution made by each student to the creation/completion of the group project.

3. The teacher will create an objective or subjective test and administer it to the class. A grade will be assigned to each student's right/wrong responses.

4. The teacher will assign a grade to each student's participation in classroom discussions and/or debates.

Conclusion

The natural and social environments outside the school should be seen, by teachers, as a laboratory wherein students can inquire, ponder, and act; a place where

discoveries are made, where knowledge and skills are enriched, where issues are clarified, and a place where perceptions are honed.

In the broadening horizons approach, the classroom teacher plays a variety of roles. He/she is not always in command of student inquiry and learning.

1. Whenever students are introduced to new concepts, knowledge, and skills there is a need for teacher-directed learning. The teacher creates structured learning environments (SLEs) in which students acquire, apply, and refine learning within teacher-designed activities/experiences. For example, when introduced to a global culture, students are involved in map work, language studies, geography activities, and current events discussions.

2. When basic data and skills have been acquired, students move onward and upward to the second stage of the process--simulated experience environments (SEEs). Each student chooses an activity/experience from among alternatives designed by the teacher-facilitator. For example, when studying a global culture, students role play natives in dress/song, drama, and role playing games. These real-to-life activities enable students to relate to the culture, history, and personalities of international human communities.

3. In inquiry experience environments (IEEs), students assume a greater degree of responsibility for their own learning, and the teacher functions as a learner resource and as a learning process monitor. Students apply previous learning to classroom and field-based experiences. For example, students go into their environment and conduct research, gathering data and testing hypotheses. They can graphically record data, conduct oral history research, and compare/contrast environments.

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